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ABSTRACT

Surrounded by the beauty of southern Utah and panoramic views of three states, filigrees of colorful stones that erosion has shaped into a spectacular array of spires, fins, and pinnacles called "hoodoos" remind tourist viewers of church steeples, Gothic spires, castle walls, animals, and even people. In this lesson students explore why and how the geological wonders of Utah's Bryce Canyon were set aside for public enjoyment in the early 20th century. The lesson is based on the National Register of Historic Places registration file for Bryce Canyon and other documents. It can be used in U.S. history, social studies, and geography courses in units on westward expansion (especially the Mormon settlement of Utah) and the conservation movement of the late 19th and early 20th centuries, as well as in a geology course. The teacher materials section provides general information, gives educational objectives for students, discusses visiting the site, lists supplementary resources, and describes how to use the lesson plans. The student materials section includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Maps: Utah and Arizona, Grand Circle Tour); "Determining the Facts" (Readings: Early Uses of Bryce Canyon, Interest in Bryce Canyon Increases, Accommodating Tourists at Bryce Canyon; Document: Union Pacific Ad); "Visual Evidence" (Photos: Bryce Canyon National Park, Thor's Hammer, Bryce's Log Cabin, Tour Groups at Bryce Canyon Lodge, Lobby of Bryce Canyon Lodge); and "Putting It All Together" (Activities: To Make Public or Not To Make Public, Promoting Local Resources). (BT)

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Bryce Canyon National Park: Hoodoos Cast Their Spell. Teaching with Historic Places.

Mala Shakespear
Fay Metcalf, Editor

National Park Service (Dept. of Interior), Washington, DC. Cultural Resources Programs.

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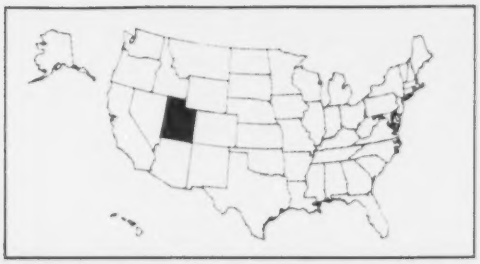
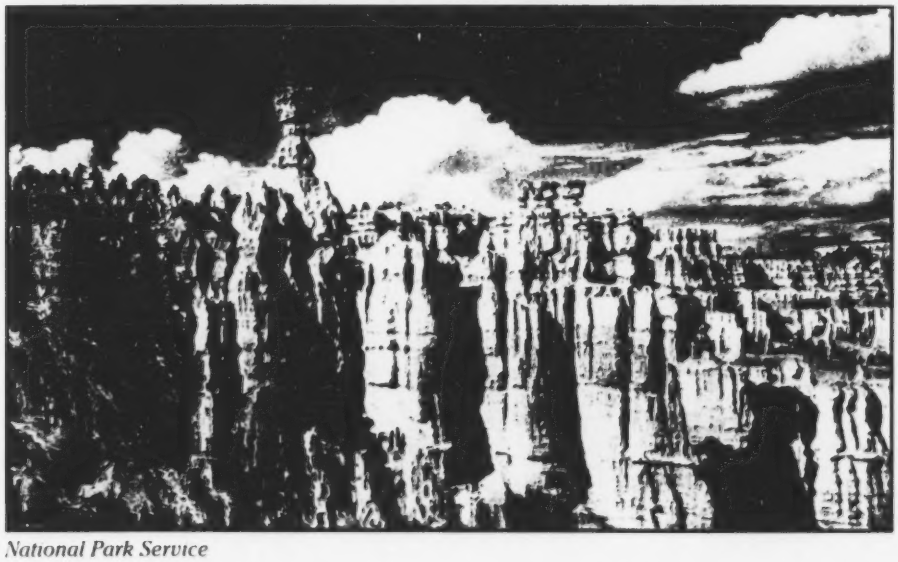
Teaching with Historic Places

Lesson Plan Series



A Program of the National Park Service's National Register of Historic Places

Bryce Canyon National Park: Hoodoos Cast Their Spell



National Park Service

"When lighted by the morning sun the gorgeous chasm is an immense bowl of lace and filigree work in stone, colored with the white of frost and the pinks of glowing embers. To those who have not forgotten the story books of childhood it suggests a playground for fairies. In another aspect it seems a smoldering inferno where goblins and demons might dwell among flames and embers."[1] This description is one attempt of many to capture in words the awesome beauty of Bryce Canyon, where erosion has shaped colorful limestones, sandstones, and mudstones into a spectacular array of spires, fins, and pinnacles known as "hoodoos." These whimsically arranged hoodoos remind viewers of church steeples, Gothic spires, castle walls, animals, and even people. Formations with names such as the Wall of Windows, the Chessmen, Thor's Hammer, Tower Bridge, and the Poodle, suggest but a few of the likenesses. A legend of the Paiute Indians, who inhabited the area for hundreds of years before the arrival of European Americans, claims the colorful hoodoos are ancient "Legend People" who were turned to stone as punishment for bad deeds. Surrounded by the beauty of southern Utah and panoramic views of three states, these hoodoos cast their spell on all who visit. The area, now protected as Bryce Canyon National Park, has been a popular tourist destination since the 1920s.

Featuring Reproducible Maps, Documents, and Historical Photographs to Enrich U.S. History, Social Studies, and Geography Units on Western Expansion, Conservation, and Tourism.

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About This Lesson Plan

In this lesson students explore why and how the geological wonders of Utah's Bryce Canyon were set aside for public enjoyment in the early 20th century. The lesson is based on the National Register of Historic Places registration file for Bryce Canyon and other documents at Bryce Canyon National Park. Materials on pages 1-16 are designed to be removed and duplicated for students. (See back page for more instructions.) *Bryce Canyon* was written by Mala Shakespear, Education/Outreach Specialist at Bryce Canyon Natural History Association. The lesson was edited by Fay Metcalf, education consultant, and the Teaching with Historic Places staff. For information on other TwHP lessons, visit the program's Web site at www.cr.nps.gov/nr/twhp.

Where the lesson fits into the curriculum

Topics: This lesson could be used in U.S. history, social studies, and geography courses in units on westward expansion (especially the Mormon settlement of Utah) and the conservation movement of the late 19th and early 20th centuries. It also could be used in a geology course.

Time period: 1870s-1920s.

Objectives for students

- To describe the geological formations that both deterred settlement and encouraged tourism in the Bryce Canyon region.
- To examine how the Bryce Canyon region was used by Mormon settlers, scientists, government agencies, and tourists.
- To identify the major parties who promoted the scenic qualities of Bryce Canyon and influenced its development as a tourist attraction.
- To research the history and use of a scenic attraction in their own community.

Visiting the site

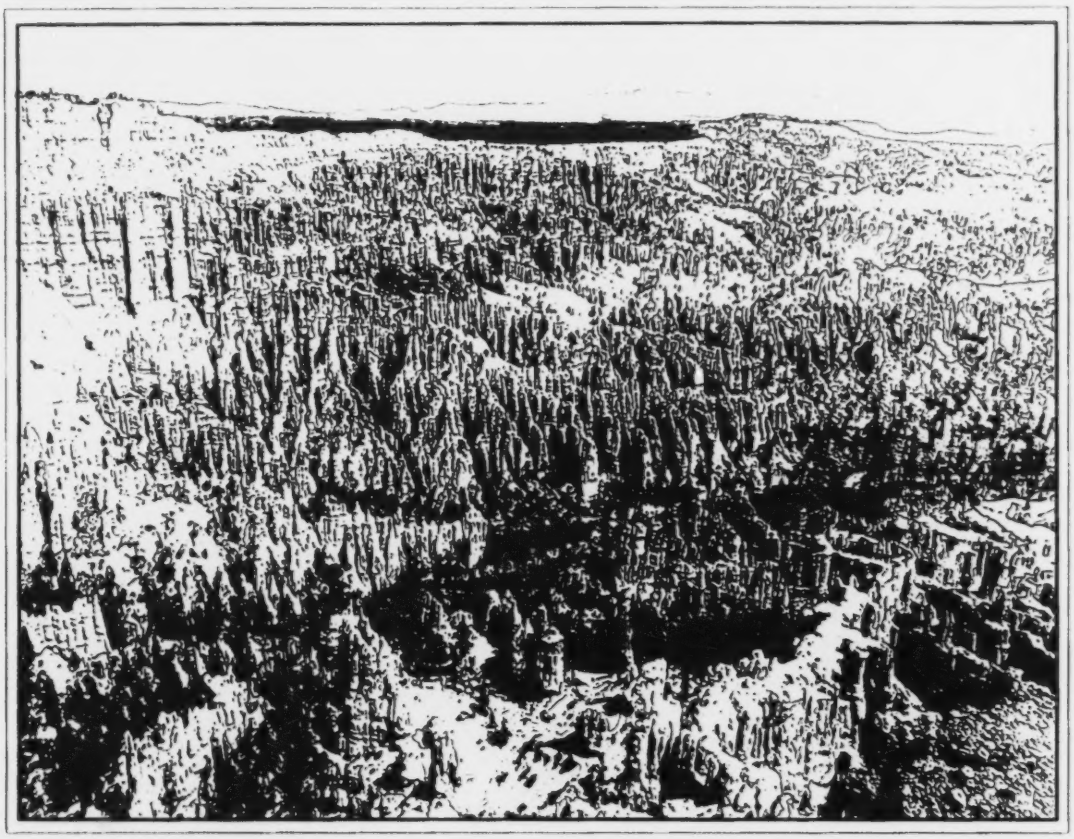
Bryce Canyon National Park, administered by the National Park Service, is located 28 miles southeast of Panguitch, Utah. From east or west, follow Utah's scenic Highway 12 until the junction with Highway 63. Drive south until you see the visitor center and the entrance to the park. The visitor center is open year round except January 1, Thanksgiving Day, and December 25. For more information, contact the Superintendent, Bryce Canyon National Park, Bryce Canyon, Utah 84717, or visit the park's Web site at www.nps.gov/brca.

Supplementary resources

Students (or educators) wishing to learn more about Bryce Canyon may want to read the following: John Bezy, *Bryce Canyon* (Las Vegas, Nev.: KC Publications, 1980); Susan Colclazer, *Bryce Canyon* (Las Vegas, Nev.: KC Publications, 1989); and Ruth Radlauer, *Bryce Canyon National Park* (Chicago: Children's Press, 1980).

(continued on inside back cover)

Getting Started



How might this area have been formed?

Photograph Analysis Worksheet

Step 1

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3

What other information--such as time period, location, season, reason photograph was taken--can you gather from the photograph?

Step 4

How would you revise your first description of the photograph using the information noted in steps 2 and 3?

Step 5

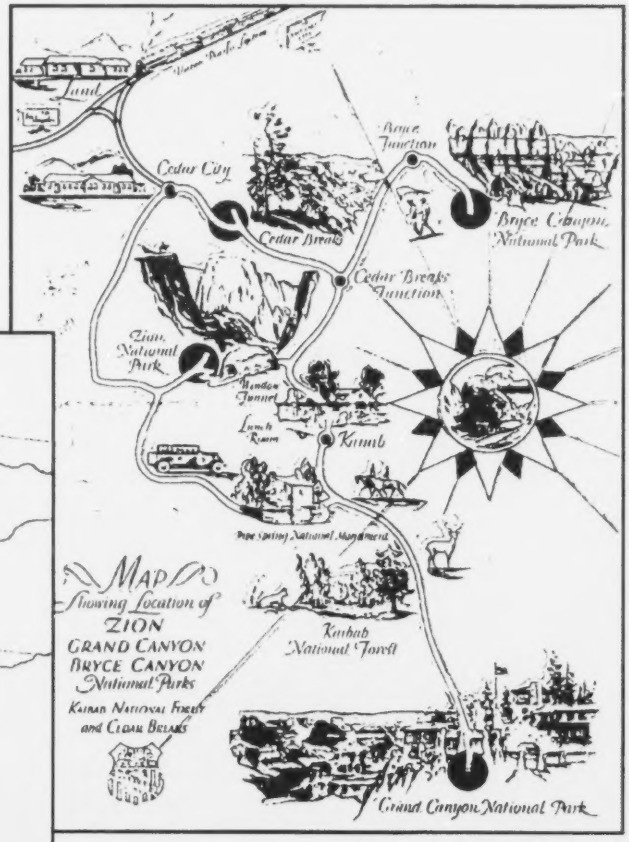
What questions do you have about the photograph? How might you find answers to these questions?

Locating the Site

In the 1920s the Union Pacific Railroad Company created a "Grand Circle Tour" that allowed tourists to visit several parks in one trip. Tour participants departed from Cedar City, Utah, on motor buses and traveled the roads connecting Cedar Breaks, Zion, the North Rim of the Grand Canyon, and Bryce Canyon.

Map 1: Utah & Arizona.

Map 2: The Grand Circle Tour.



Union Pacific Museum Collection

Questions for Maps 1 and 2

1. Using Map 1, describe the locations of the parks on the Grand Circle Tour.
2. On Map 2, locate Cedar City where the Union Pacific motor bus tours began. How could tourists get to Cedar City? What larger cities might they have come from?
3. Trace the possible routes that the motor buses traveled to these sites. What might the road patterns indicate about the terrain and topography of the region?
4. For what purpose do you think Union Pacific created Map 2? Explain your answer.
5. Do you think the Grand Circle Tour appealed to tourists at the time? Why or why not?

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Determining the Facts

Reading 1: Early Uses of Bryce Canyon

Erosion has shaped colorful limestones, sandstones, and mudstones into a remarkable array of fantastic shapes below the rim of Utah's Paunsaugunt Plateau. Tall, thin ridges of rock called "fins" form as water weakens rocks fractured in the faulting process. The fins continue to erode over time and become pinnacles and spires. These rock formations, called "hoodoos," are made even more spectacular by the presence of oxidized minerals that create over 60 gradations of red, yellow, purple, and white. A legend of the Paiute Indians, who inhabited the area for hundreds of years before the arrival of European Americans, claims that the hoodoos are ancient "Legend People" turned into stone as punishment for bad deeds. This description captures the fanciful quality of the remarkable and rugged terrain of Bryce Canyon.

Early 19th-century travelers in the region reported little on the wonders of Bryce Canyon. Although early Spanish explorers and traders traveled in the general area, there are no records to show that they ever went into Bryce Canyon. It seems likely that fur trappers and traders would have passed through the region between 1800 and 1850, since the name of the Paunsaugunt Plateau above the canyon is derived from a Paiute word meaning "home of the beavers." Yet, extant trappers' journals, letters, and reports do not specifically describe the unusual scenery that characterizes Bryce Canyon. Similarly, the prospectors and entrepreneurs who opened many remote areas of the western United States during the 1850s and 1860s found little of interest in the vicinity. The terrain is so rugged that even the famous John Wesley Powell 1867 survey of the Green and Colorado Rivers and plateaus avoided this area of Utah. As Captain Sutton, a member of the survey, reported, it was "traversable only by a creature with wings."[1]

Mormons began settling Utah in the late 1840s when Brigham Young and his followers established Salt Lake City. Young hoped to form religious colonies in southern Utah as well, but the missionaries found the region of Bryce Canyon inhospitable and generally unsuited for farming. Seasonal early and late frosts associated with the high altitude made crop production risky. Some arable land existed on the top of the Paunsaugunt Plateau and in the canyon bottoms below the rim, however. In the mid-1870s a small group of Mormon pioneers decided to try to capitalize on the land's potential. They settled in the adjacent valleys that seemed suited for grazing livestock.

Ebenezer Bryce and his family were among the Mormons who accepted the challenge to settle the region. He agreed to move from Salt Lake City to southern Utah because he thought the climate might improve his wife's poor health. In 1875 the Bryces joined several other families at Clifton (cliff town), which was named for its proximity to the pink cliffs of the canyon. Apparently not satisfied with that settlement, they soon moved upstream along the Paria River to found New Clifton. Between 1878-1880, Ebenezer Bryce and other settlers built a seven-mile irrigation ditch from Paria Creek in order to raise crops and provide water for their livestock. To make firewood more accessible, Bryce also built a road that terminated at the mouth of the canyon. In 1880, when Mary Bryce's health failed to improve, the Bryces moved to southeastern Arizona because of its year-round warmth. By this time, local settlers already referred to the area as "Bryce's Canyon."

When asked about the spectacular scenery near his farm, Bryce reportedly said only that the canyon was "a hell of a place to lose a cow." Many years later a grandson of one of the Mormon settlers remarked:

> Many of us remember them [grandparents] telling us about this canyon as well as of Cedar Breaks. But they could do little about it. They were too busy trying to make a livelihood for their families. There were no roads, just poor trails, their wagons and wagon wheels were worn out, their horses or ox teams were poor and unable to make any trips, save for the bare necessities.[2]

These Mormon pioneers were interested primarily in growing crops and raising cattle to provide for their families, and in establishing churches. They were a determined, God-fearing group, whose struggle against the harsh realities of everyday life left little energy for contemplating the magnificent scenery themselves or spreading word of it to others. It would be decades before the American public became aware of this special place.

Questions for Reading 1

1. What geological formations make Bryce Canyon unique? How are these formations created?
2. Why was there a lack of interest in the Bryce Canyon region until the late 19th century?
3. What did the Bryces and other Mormon settlers do to make the land near Bryce Canyon more hospitable?
4. What prevented Mormon pioneers from fully appreciating the magnificent scenery of Bryce Canyon?

Reading 1 was compiled from Janene Caywood, "Bryce Canyon Multiple Property Submission" (Garfield County, Utah) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1994, Nicholas Scrattish, "Historic Resource Study: Bryce Canyon National Park," Washington, D.C.: U.S. Department of the Interior, National Park Service, 1985; and primary sources located at the site

[1] Dorr G. Yeager, *Your Western National Parks* (New York: Dodd, Mead & Company, 1947), 163.
[2] As quoted in Nicholas Scrattish, "Historic Resource Study: Bryce Canyon National Park," U.S. Department of the Interior, National Park Service, 1985, 14.

Determining the Facts

Reading 2: Interest in Bryce Canyon Increases

The rugged topography of the Bryce Canyon area in southern Utah was an obstacle to early European-American explorers and settlers. These same characteristics, however, began to attract the attention of American scientists during the 1870s. As Mormon settlers were establishing farms, ranches, and villages near the canyon, some scientists and surveyors found much of interest to study in the area.

In 1872 Almon H. Thompson, a geographer working with the well-known explorer John Wesley Powell, reported the first description of the complex geological features that characterize southern Utah. Other scientists followed Thompson's lead and conducted surveys in the area during the 1870s. In 1876 T. C. Bailey, a government land surveyor, expressed his wonder at the fanciful shapes of the hoodoos:

> ...the surface breaks off almost perpendicularly to a depth of several hundred feet–seems, indeed, as though the bottom had dropped out and left rocks standing in all shapes and forms as lone Sentinels over the grotesque and picturesque scene. There are thousands of red, white, purple and vermillion colored rocks, of all sizes, resembling Sentinels on the Walls of Castles; monks and priests with their robes, attendants, cathedrals, and congregations. There are deep caverns and rooms resembling ruins of prisons, Castles, Churches, with their guarded walls, battlements, spires and steeples, niches and recesses, presenting the wildest and the most wonderful scene that the eye of man ever beheld, in fact, it is one of the wonders of the world.[1]

Despite these studies, the wonders of Bryce Canyon remained virtually unknown to the American public. Other scenic areas of the West, however, were beginning to be recognized and promoted. In 1872 Congress set aside Yellowstone in Wyoming as the first national park. Over the next two decades more national parks, including Yosemite in California and Mount Rainier in Washington, were created. The isolation of most of these areas made the parks difficult for the public to reach. Around the turn of the century, railroad companies began playing an important role in promoting the development of national parks in the West. These companies recognized the economic potential of providing transportation and lodging for tourists eager to witness natural wonders.

The lack of nearby railways and sizeable towns contributed toward Bryce Canyon's obscurity. Rough wagon roads to the vicinity of the Paunsaugunt rim were challenging at any time, but heavy snow drifts made the rim inapproachable for several months of the year. In the 1910s, however, the American public at last would hear about, if not witness, the wonders of Bryce Canyon thanks to the efforts of J. W. Humphrey. In 1915 Humphrey became the Forest Supervisor for the Sevier National Forest in Utah. Since much of Bryce Canyon's scenic area was within national forest boundaries, it fell under Humphrey's jurisdiction. After seeing Bryce Canyon, he felt compelled to promote the area as a tourist attraction.

With a small appropriation Humphrey built a primitive road to the plateau rim. He also brought in photographers to take promotional pictures. An article that appeared in a Union Pacific Railroad publication in 1916 was one of the first to reach the public and included the first photos taken of the canyon rim and bottom. In 1917 Humphrey constructed a trail from the rim of the plateau into the canyons below and a system of trails within the hoodoos below the plateau rim. Humphrey even led local citizens on guided tours of the area. Bryce Canyon also began to be promoted as a pleasant side trip for motor tourists traveling to the Grand Canyon, which had become a national monument in 1908 and a national park in 1919. These early promotional efforts resulted in public interest in Bryce Canyon, but more remained to be done before the area would be readily accessible to tourists.

In 1919 the Utah State Legislature recommended that Bryce Canyon be preserved and protected for the public's enjoyment. It was not until June 1923, however, that President Warren G. Harding officially established Bryce Canyon National Monument. As the land was located within a national forest, responsibility for the monument's administration fell to the Forest Service. Five years later the area was designated Bryce Canyon National Park, at which time it passed to the National Park Service.

Questions for Reading 2

1. What contributed to the fact that Bryce Canyon remained relatively unknown even into the early 20th century?
2. Does T. C. Bailey's description help you envision Bryce Canyon's hoodoos? Why or why not?
3. Why were railroad companies interested in promoting national parks in the West?
4. Who was J. W. Humphrey and how did he influence the development of Bryce Canyon as a tourist attraction?

Reading 2 was compiled from Janene Caywood, "Bryce Canyon Multiple Property Submission" (Garfield County, UT) National Register of Historic Places Registration Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1994, and Nicholas Scrattish, "Historic Resource Study: Bryce Canyon National Park," U.S. Department of the Interior, National Park Service, 1985.

[1] T. C. Bailey, "Description of Bryce Canyon, 1876," in Zion-Bryce Memorandum for the Press, October, 1935.

Determining the Facts

Reading 3: Accommodating Tourists at Bryce Canyon

By the early 1920s the following four parties recognized the benefits of making Bryce Canyon accessible for public enjoyment: 1) the National Forest Service; 2) the newly-created National Park Service; 3) the Union Pacific Railroad Company; and 4) Utah's state government. Each group had different reasons for wanting to develop the area as a park, but they agreed to enter negotiations to construct roads, develop auto tours, and build structures to accommodate tourists.

As early as 1916, National Forest Supervisor J. W. Humphrey recognized the need to provide lodging for the people who would undoubtedly come to witness the scenic beauty of Bryce Canyon. Nothing was done at first to carry out his idea, however, so the earliest motor tourists who arrived at the rim of the canyon left before nightfall. In 1919, local homesteaders Ruby and Minnie Syrett set up a tent and began serving meals to friends who came to see the canyon. The following year they built a permanent lodge called Tourist's Rest to accommodate the growing number of visitors to the rim of Bryce Canyon. Guests stayed in nearby tent cabins and enjoyed meals in the lodge. Tent camps such as this were popular with auto tourists of the time as an alternative to hotels.

In 1922 the Union Pacific Railroad Company announced plans to promote the scenic attractions of southern Utah by investing about $5,000,000 to complete railroad branches to Cedar City and construct lodges at Bryce Canyon and nearby Zion National Park. The company created a "Grand Circle Tour" that allowed tourists to visit several parks in one trip. After arriving in Cedar City, Utah, by train, tourists could take motor buses on the loop connecting Cedar Breaks, Zion, the North Rim of the Grand Canyon, and Bryce Canyon.

The Utah Parks Company was created to handle accommodations and other services at the parks in southern Utah. The company purchased prime property in the middle of the canyon from the state of Utah to establish a tourist center and build a lodge. In 1923 an arrangement was made with the Syretts allowing them to operate Tourist's Rest until the Union Pacific's lodge was completed. The couple then received $10,000 and permission to operate accommodations outside of the park boundaries. The Syretts continued to house summer visitors who could not afford to stay at Bryce Canyon Lodge and winter visitors who wanted to enjoy the canyon when the lodge was shut down for the season.

In the spring of 1923, Gilbert Stanley Underwood, a Los Angeles architect, was hired to design the buildings for Bryce Canyon, Zion, and Cedar Breaks. At Bryce Canyon, Underwood wanted the lodge to be close to the edge of the plateau but not interfere with the view from the rim. He designed the buildings in the "rustic" style favored by the National Park Service because it blended well with the natural surroundings and did not detract from the scenic settings in which the structures were placed.

Rustic style buildings are built of local materials and have a hand-crafted appearance. Accordingly, the stone for the Bryce Canyon lodge and cabins was quarried a short distance from the site and logs were cut from the national forest. Half logs, some with the bark left on, were used as exterior siding. Large, whole logs became structural supports at major entries. Peeled logs were used for elements such as interior stairway railings; on the exteriors they were used as supports for the porches of smaller buildings. Native-stone foundations and fireplaces, as well as the use of wood shingles on steeply pitched roofs contributed further to the rustic design.

By May 1925, the building was ready for its first tourist season. In addition to the main lodge there were several smaller cabins nearby. Accommodations at the lodge were luxurious and meant to appeal to wealthy tourists who could afford to travel by railroad and motor bus. The lodge had a comfortable lobby with a large fireplace and a radio set. The spacious dining room seated 200 guests. The main floor also held retiring rooms and shower baths for men and women. The lodge even boasted a barber shop and an ice cream parlor. During their stay guests of Bryce Canyon Lodge could hike in the canyon, go horseback riding, attend talks by park naturalists, and participate in social events. Additions and improvements continued to be made, and by 1928, the year Bryce Canyon earned its status as a national park, the lodge complex was nearly complete.

During the Forest Service's administration of Bryce Canyon National Monument from 1923-28, tourism increased dramatically. In 1927, an estimated 24,000 people visited Bryce Canyon. Forty percent of visitors arrived in Utah Parks Company vehicles and stayed at Bryce Canyon Lodge. The remaining tourists traveled in their own cars and camped. Under the National Park Service, visitation still increased, but more and more tourists arrived by private car. The quality of roads, trails, and amenities in the park continued to improve. In 1941, a record 124,000 people visited Bryce Canyon National Park. Today the park receives close to 1.75 million visitors annually.

Questions for Reading 3

1. What four major parties were interested in the potential of Bryce Canyon as a scenic park? Why do you think each party was interested in promoting it?
2. What is the "rustic" style and why is it seen as appropriate for structures in national parks?
3. What comforts did guests find at Bryce Canyon Lodge? What activities could they participate in?

Reading 3 was compiled from Janene Caywood, "Bryce Canyon Multiple Property Submission" (Garfield County, UT) National Register of Historic Places Registration Form, Washington, D.C. U.S. Department of the Interior, National Park Service, 1994, Nicholas Scrattish, "Historic Resource Study Bryce Canyon National Park," U.S. Department of the Interior, National Park Service, 1985, and "Bryce Canyon National Park The Early Years, 1916-1946," an unpublished manuscript by Patti Bell.

Determining the Facts

Document 1: Union Pacific Advertisement, 1924

An all-expense two day tour, including motor bus transportation from Cedar City, lunch at Cedar Breaks, and three meals and one night's lodging at Bryce Canyon, cost $26.00 per person in 1924. This tour ran from June 1 to October 15. A five day loop tour to Cedar Breaks, Bryce Canyon, the Kaibab Plateau, North Rim of the Grand Canyon, and Zion National Park, with all expenses included, cost $86.75 per person.

ZION NATIONAL PARK
GRAND CANYON NATIONAL PARK
BRYCE CANYON NATIONAL PARK
THE CEDAR BREAKS
KAIBAB NATIONAL FOREST

In one five-day tour of this far-flung frontier region you explore stupendous canyons, sublime in form, exquisite in color; vast chasms filled with painted architecture from all the ages and peopled with lifelike statues vivid with ever-changing colors. It is America's newest, most colorful vacation-land.

And you cross prismatic plains where wild mustangs range, traverse stately forests filled with deer and other wild life, visit quaint Mormon villages.

It requires only five days for the complete tour after leaving your Pullman at Cedar City, Utah, the gateway; shorter tours to individual regions are available.

You stay in handsome, modern lodges, with de luxe accommodations; travel in big, easy-riding motor-buses. All facilities are approved by the National Park Service of the United States Government. There are miles of scenic horseback trails. The summer climate is delightful. You will meet interesting people from all parts of the world on America's greatest combination scenic tour.

The following pages give accurate descriptions of the region, and rates for the accommodations for the visitor. Ask any Union Pacific Representative shown on page 55 for railroad and Pullman fares and train service.

Union Pacific Museum Collection

Questions for Document 1

1. Discuss the language used to entice people to make the trip. Does it make you want to visit the region today? Why or why not?
2. Why do you think the ad refers to the Mormon village as "quaint"? What differences would you find in the ways of life of those who took a leisurely tour to Bryce Canyon and those farmers who settled in the region?

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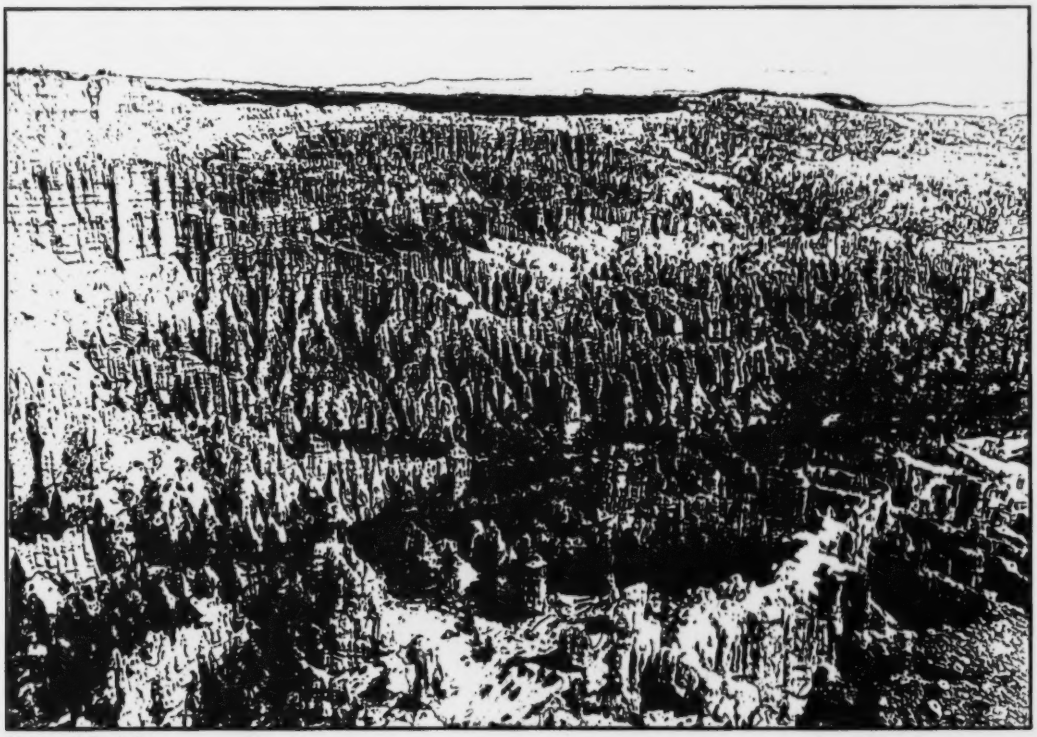
Visual Evidence

Photo 1: Bryce Canyon National Park.

In its promotional material for the Grand Circle Tour, the Union Pacific Railroad claimed that after a short walk to the rim of Bryce Canyon, "there bursts upon [the visitor's] amazed eyes what is probably the most astonishing blend of exquisite beauty and grotesque grandeur ever produced by the forces of erosion. It is not to be described, however imperfectly, except in the language of fancy." [1]



National Park Service

Questions for Photo 1

1. How would you describe the scenery of Bryce Canyon? How does your description compare with the various descriptions presented in the lesson?
2. What do you think was meant by the phrase "grotesque grandeur"?
3. Does this photo help you understand why Bryce Canyon became a popular tourist destination? Why or why not?

[1] The Union Pacific System, "Zion National Park, Grand Canyon National Park, Bryce Canyon National Park, The Cedar Breaks, Kaibab National Forest" (Omaha, Neb.: no publisher given, 1929), 33.

Visual Evidence

Photo 2: Thor's Hammer and surrounding area, Bryce Canyon National Park.

Promotional materials for the Grand Circle Tour claim, "In the maze of fancied architecture uprising from Bryce's sunken gardens...it is not difficult to find pagodas, mosques, castles, cathedrals, organs, pyramids, suspension bridges, leaning towers, flying buttresses and stairways, colonnades, walls with niches and windows."[1] Some of the names associated with these formations include, the Wall of Windows, Tower Bridge, Queen's Castle, and Thor's Hammer.

National Park Service

Questions for Photo 2

1. Why do you think many of Bryce Canyon's formations are likened to buildings?
2. What kind of shapes do you see in the formations in this photo? What names might you give them?

[1] The Union Pacific System, "Zion National Park, Grand Canyon National Park, Bryce Canyon National Park, The Cedar Breaks, Kaibab National Forest" (Omaha, Neb.: no publisher given, 1929), 34.

Visual Evidence

Photo 3: The Bryces' log cabin, ca. 1920s.

Originally settling in Clifton around 1875, Ebenezer and Mary Bryce (pictured below) soon moved upstream with other Mormon settlers to the nearby Henderson Valley. The Bryces built the cabin shown here around 1876, near the small settlement known as Cannonville.

National Park Service

Questions for Photo 3

1. Describe the cabin. What does it indicate about the Bryces' lifestyle and living conditions?
2. Where would the supplies to build the cabin have come from?

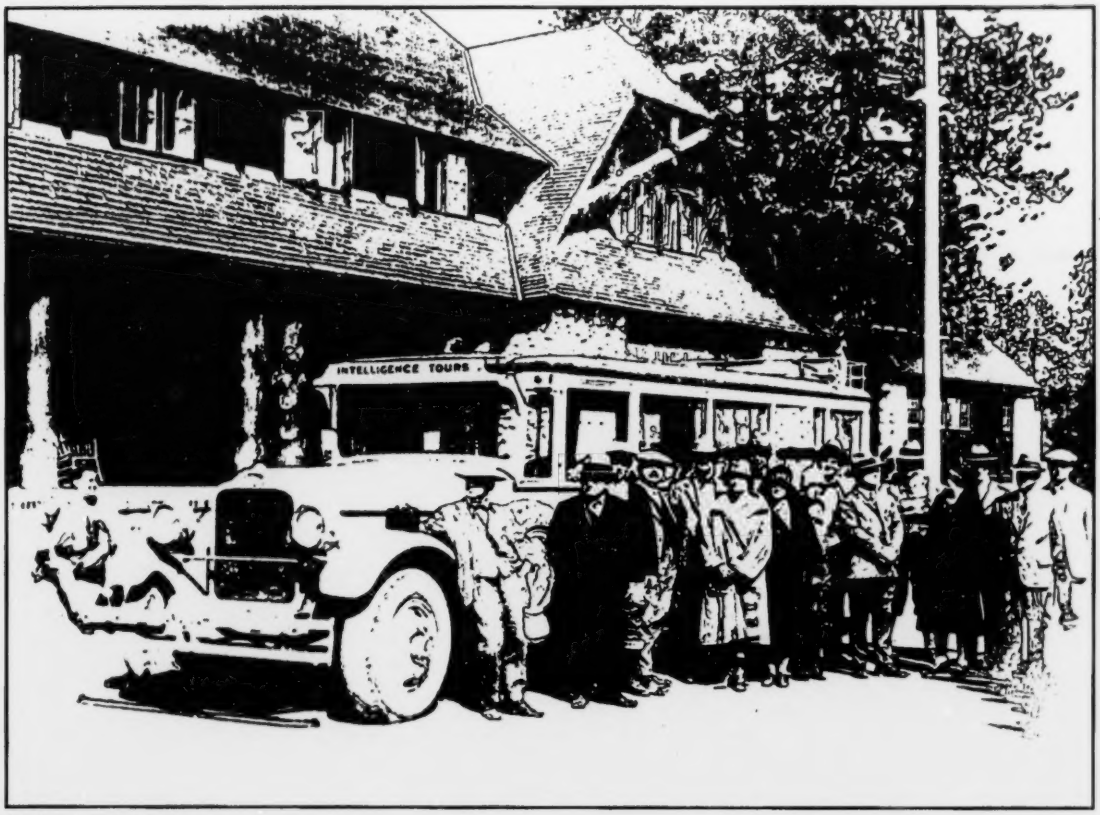
Visual Evidence

Photo 4: Tour group at Bryce Canyon Lodge, ca. 1930.

National Park Service

Visual Evidence

Photo 5: Tour group at Bryce Canyon Lodge.



National Park Service

Questions for Photos 4 and 5

1. How would you describe the lodge? Is it similar to what you imagined from the description in Reading 3?
2. What is taking place in the photographs?
3. List your observations about the visitors and the vehicles in the photos. How does the visitors' dress compare with how you might dress on a tour of a national park today?

Visual Evidence

Photo 6: Tourists in the lobby of Bryce Canyon Lodge, 1930s.

National Park Service

Questions for Photo 6

1. Study the photo carefully and list several of your observations. What are the people in the photo doing? What can you tell about the time period from studying this photo?
2. Describe the lobby. What clues in the room indicate the activities that tourists at Bryce Canyon could engage in?

Setting the Stage

Explain to students that although the frontier had been declared closed by the last decade of the 19th century, several areas of the West remained relatively unpopulated. One such area, located in southern Utah, is now protected as Bryce Canyon National Park. Here fanciful rock formations called "hoodoos" dominate the scene. The park is named for one of the huge horseshoe-shaped amphitheaters within its boundaries that was carved from the eastern edge of the Paunsaugunt Plateau. This plateau, along with six others in southwestern Utah, was formed roughly 10 million years ago when pressure from within the earth caused rock beds to rise several thousand feet above sea level, crack along fault lines, and separate. Layers, once connected, were displaced vertically by several thousand feet, resulting in Utah's High Plateaus. Ancient rivers carved the tops and exposed edges of these massive blocks, removing some layers and sculpting intricate formations in others, resulting in the hoodoos visible today.

Few European Americans knew about the splendor of this remote and rugged terrain until the early 20th century when photographs and accounts of the region's beauty began to circulate. Yet Bryce Canyon remained mostly inaccessible to the public until the Union Pacific Railroad Company recognized the economic potential of providing transportation and lodging near southern Utah's natural wonders. In 1927, the year before its designation as a national park, an estimated 24,000 people visited Bryce Canyon to see the spectacular hoodoos for themselves.

Putting It All Together

For some people, southern Utah provided a place to settle, worship, and make a home. For others, it became a place to earn a living by accommodating tourists. For still others, the area provided an eye-opening opportunity to learn about the natural landscape of the West. Have students keep these different motivations in mind as they complete the following activities.

Activity 1: To Make Public, or Not to Make Public

Ask students to participate in a debate over land use based on the following hypothetical scenario: Several acres of wooded land in your community are for sale by a private owner. A potential buyer wants to purchase the land to build a home on it. Some members of the community want the town to purchase the land and turn it into a park with walking trails, a playground, and picnic tables. The park supporters and the potential buyer are about to present their opinions at a town meeting.

After reading the scenario to the class, divide them into two groups and assign one group the side of the individual buyer and the other the side of the park supporters. Give students time to formulate their argument with group members and designate two spokespersons. Ask a spokesperson from the first group to present a five minute position statement and then have a spokesperson from the opposing group offer a two minute rebuttal. After both groups have presented their argument and given a rebuttal, have the class vote on which side they would take and which side they think presented the best argument.

Activity 2: Promoting Local Resources

Divide students into small groups and have each group select a national park, monument, historic site, state or local park, wilderness area, or other public use area located in their community that they would like to promote. They should then conduct research to discover why it was established or put aside for public use, how it effected the community at the time it was established, and how it is used by the community today. Have each group create either a promotion page for a newspaper or magazine, a Web page, or a photo essay "advertising" their site. Photos, diagrams, headlines, text, and special tours are some items that might entice the reader to want to visit the attraction. After all promotional projects have been exhibited to the class, have the students vote on the top five places they would like to visit.

[1]The Union Pacific System, "Zion National Park, Grand Canyon National Park, Bryce Canyon National Park, The Cedar Breaks, Kaibab National Forest" (Omaha, Neb.: no publisher given, 1929), 33

How to Use Teaching with Historic Places Lesson Plans

Teaching with Historic Places lesson plans bring real places where history happened directly into your classroom. By examining carefully selected written and visual documents, students experience the excitement of historical investigation as they learn the stories of these special places. The lesson plan format and content fit comfortably into standard units and curriculum topics in history, social studies, geography, and civics. Most student materials can be removed easily and duplicated. Although the format allows flexibility, it was designed to present the material as described below:

Getting Started

Begin the lesson by asking students to discuss possible answers to the question(s) found on the page titled *Getting Started.* To facilitate a whole class discussion, you may want to use the master copy provided to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Setting the Stage

Present the information in *Setting the Stage* by reading it aloud, summarizing it, or photocopying it for students to read individually or in small groups. This historical background familiarizes students with the lesson's topic.

Locating the Site

Provide students with photocopies of the maps, captions, and questions in *Locating the Site*. Students may work together or individually to answer the questions. At least one map familiarizes students with the site's location within the country, state, and/or region. Extended captions may be included to provide students with information necessary to answer the questions.

Determining the Facts

Provide students with photocopies of the readings, charts, and/or other documents included in *Determining the Facts*. The questions for each selection help ensure that students have gathered the appropriate factual information.

Visual Evidence

Provide students with photocopies of the lesson's visual materials or use the master copies to make overhead transparencies. Students may work together or individually to answer the questions. Some lessons require studying two photos together. Extended captions may be included to provide students with important information.

Rather than serving merely as illustrations for the text, the images are documents that play an integral role in helping students achieve the lesson's objectives. To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the *Photograph Analysis Worksheet* for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

Putting It All Together

After students have answered the questions that accompany the maps, readings, and visuals, they should complete one or more of the *Putting It All Together* activities. These activities engage students in a variety of creative exercises, which help them understand the big picture by synthesizing the information they have learned and formulating conclusions. At least one activity leads students to look for places in their community thatrelate to the topic of the lesson. In this way, students learn to make connections between their community and the broader themes of American history they encounter in their studies.

Teaching with Historic Places (TwHP) is a program of the National Register of Historic Places. The National Register is maintained by the National Park Service, U.S. Department of the Interior, as the nation's official list of cultural resources significant in American history, architecture, archeology, engineering, and culture. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into classrooms across the country. For more information, contact Teaching with Historic Places, National Register of Historic Places, 1849 C Street, NW, Suite NC400, Washington, DC 20240, or visit the program's Web site at www.cr.nps.gov/nr/twhp.

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